



CET 2010 Analysis

Extremely easy Visual Reasoning questions, Data Interpretation sets that required virtually no calculations and introduction of a new type of syllogisms questions marked CET 2010. Overall, CET stuck to its standard pattern, with most of the regular question types being present. On the difficulty front, this version of CET was one of the easiest in the past few years, with genuine attempts soaring as high as 185-190.

How was CET 2010 different from previous versions of CET?

- **Easy Visual Reasoning questions:** Traditionally Visual Reasoning questions are known to be speed breakers with multiple logics at play. However, this year the situation was different. One could have easily attempted around 20-25 questions out of 30 in no time. The logics were pretty straight forward and the number of objects in each figure was less. Even the size of the figures (especially the odd man out in series) was bigger and clearly visible. Your ability to crack Visual Reasoning in this year's CET may play an important role in bagging that coveted JBIMS seat.
- **No calculations in Data Interpretation:** The CET DI sets are known to have big data values and huge amount of calculations. Both of these were missing this year. There were 4 sets (5 Q's each) but all the 4 sets involved friendly data values and literally no calculations. Only one set (on the specialization chosen by students from different management institutes) involved some calculations, but nowhere close to the characteristics of the CET DI sets. What more, almost all the sets were staggered towards the end (last 30 questions contained 20 questions on DI), unlike every year where the DI sets are scattered throughout the paper.
- **Introduction of Critical Reasoning type passages:** The usual statement type of conclusion and assumption questions were replaced by paragraph based critical reasoning questions. There were 3 passages consisting of 10 questions in all. These questions were of medium to high difficulty level.



How should you have attempted the paper?

Barring a few questions of Visual Reasoning, a few from Number Series and some from Critical Reasoning, you should have attempted all the questions. Here is the breakup of the questions of CET-2010 and the way you should have attempted it in order to be a serious contender to the 38 open category merit seats in JBIMS.

Quantitative Ability

This area of CET stuck to its usual breakup of questions, with no major surprises. Major deviations were calculation-less DI (as mentioned above) and the absence of Permutation Combination questions in a set. There was one individual question on this topic. BODMAS questions were time consuming as usual, but the data sufficiency questions and the individual math questions were very easy.

| Question Type | No. of Q's | Difficulty | Ideal Time | Ideal Attempts | Ideal Correct |
|---|------------|-------------|---------------|----------------|---------------|
| BODMAS | 10 | Medium | 8 min | 7 | 5 |
| Individual Math Questions | 10 | Easy | 7 min | 8 | 7 |
| Data Sufficiency | 5 | Easy | 3 min | 5 | 5 |
| DI (Line Graph - % of Passed students in Science, Commerce and Arts) | 5 | Easy | 4 min | 5 | 5 |
| DI (Bar Graph – Production of 3 types of cell phones over the years) | 5 | Easy | 3 min | 5 | 5 |
| DI (Table – Number of students who have applied for different colleges) | 5 | Easy | 4 min | 5 | 5 |
| DI (Table – Break-up of males & females in management institutes and specialization opted by them) | 5 | Medium | 6 min | 5 | 3 |
| Total | 45 | Easy | 35 min | 40 | 35 |



Verbal Ability

Reading comprehension went back to its single passage 15 question form (remember it had taken a deviation last year with 3 passages containing 5 Q's each). All the questions were very easy and one should have attempted all the questions in this area.

| Question Type | No. of Q's | Difficulty | Ideal Time | Ideal Attempts | Ideal Correct |
|-------------------------------------|------------|-------------|---------------|----------------|---------------|
| Reading Comprehension | 15 | Easy | 9 min | 15 | 12 |
| Error Spotting | 10 | Easy | 6 min | 10 | 8 |
| Sentence Completion (2 Blanks) | 5 | Easy | 3 min | 5 | 4 |
| Paragraph Construction (Cloze Test) | 10 | Easy | 6 min | 10 | 8 |
| Parajumbles | 5 | Easy | 3 min | 5 | 4 |
| Underlined Phrase Replacement | 5 | Easy | 3 min | 5 | 4 |
| Total | 50 | Easy | 30 min | 50 | 40 |

Verbal Reasoning

Apart from introduction of Critical Reasoning passages, a major deviation in this area was the absence of Probably True Probably False question type, which had been an integral part of CET over the years. Logical Set Theory questions were easy but a bit time consuming because the conclusions needed to be deduced from 4 statements. A case in the point is a Courses of Action question based on technical glitches in an online exam. The CET authorities have their own ways to take on the CAT authorities 😊.

| Question Type | No. of Q's | Difficulty | Ideal Time | Ideal Attempts | Ideal Correct |
|---------------------------------|------------|---------------|---------------|----------------|---------------|
| Logical Set Theory | 5 | Medium | 5 min | 5 | 4 |
| Courses of Action | 5 | Easy | 4 min | 5 | 4 |
| Cause Effect | 5 | Easy | 4 min | 5 | 3 |
| Critical Reasoning (3 Passages) | 10 | Medium | 12 min | 10 | 6 |
| Total | 25 | Medium | 25 min | 25 | 17 |



Analytical Reasoning

No major changes in this area as well. The paper had its usual share of Puzzles, Logical Comparison, Rule based coding, Number Series and Alphanumeric Series. What was interesting was the presence of Decision Making and Sequential Output Tracing questions in the same paper. This has happened only once before in the history of the CET. The Number Series questions were time consuming as usual and could have been avoided.

| Question Type | No. of Q's | Difficulty | Ideal Time | Ideal Attempts | Ideal Correct |
|--|------------|-------------|---------------|----------------|---------------|
| Word Based Puzzles | 5 | Easy | 4 min | 3 | 3 |
| Math Based Puzzles | 2 | Easy | 2 min | 2 | 2 |
| Logical Data Interpretation (Linear Arrangement – People and Floors) | 3 | Easy | 2 min | 3 | 3 |
| Logical Data Interpretation (Circular Arrangement – Seven Friends) | 5 | Easy | 3 min | 5 | 5 |
| Number Series | 5 | Tough | 5 min | 2 | 2 |
| Alphanumeric Series | 5 | Easy | 4 min | 5 | 5 |
| Rule Based Coding | 5 | Easy | 3 min | 5 | 5 |
| Logical Comparisons | 5 | Medium | 6 min | 5 | 4 |
| Sequential Output Tracing | 5 | Easy | 4 min | 5 | 5 |
| Decision Making | 10 | Easy | 7 min | 10 | 7 |
| Total | 50 | Easy | 40 min | 45 | 41 |



Visual Reasoning

As mentioned earlier, this area would play an important role in you getting a high score in this year's CET. All the students who would have approached the paper with a traditional mind-set of avoiding Visual Reasoning questions (or keeping them for the end) would have lost out on the crucial marks that these questions had to offer this year. Most of the questions took less than a minute to crack (which is unlike the Visual Reasoning questions of any of the previous years). However, there were around 4 to 6 very difficult questions as well. The idea was to not spend too much time on these and move ahead rapidly.

| Question Type | No. of Q's | Difficulty | Ideal Time | Ideal Attempts | Ideal Correct |
|--|------------|-------------|---------------|----------------|---------------|
| Dissimilar Pair | 5 | Easy | 3 min | 5 | 5 |
| Out Man Out in Series | 5 | Medium | 3 min | 4 | 3 |
| Complete the Series (with missing middle figure) | 10 | Easy | 7 min | 8 | 7 |
| Complete the Series (with missing last figure) | 10 | Easy | 7 min | 8 | 7 |
| Total | 30 | Easy | 20 min | 25 | 22 |

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Overall Analysis

| Question Type | No. of Q's | Difficulty | Ideal Time | Ideal Attempts | Ideal Correct |
|--|------------|-------------|----------------|----------------|---------------|
| Quantitative Aptitude | 45 | Easy | 35 min | 40 | 35 |
| Verbal Aptitude | 50 | Easy | 30 min | 50 | 40 |
| Verbal Reasoning | 25 | Medium | 25 min | 25 | 17 |
| Analytical Reasoning | 50 | Easy | 40 min | 45 | 41 |
| Visual Reasoning | 30 | Easy | 20 min | 25 | 22 |
| Overall Paper Attempting Strategy | 200 | Easy | 150 min | 185 | 155 |

Note: The ideal attempts mentioned above are the genuine attempts. One must not forget that the remaining 15 questions that have not been attempted must also be marked in order to add a couple of more marks to your score.

Cut-Offs

As you can see, this year's CET would see number of genuine attempts hitting the roof (thanks to some of the time consuming questions becoming high speed questions). As a result of this the cut-off of JBIMS is expected to rise this year. Last year, a safe score for JBIMS was 155+ in the written exam, this year it is expected to touch 160+. Here is a table depicting the approximate cut-off scores for top 10 institutes.

| Institute | Safe Score | Outside Chance* |
|--|------------|-----------------|
| Jamnalal Bajaj (JBIMS) | 160+ | 153+ |
| Next 3 institutes (Sydenham, Somaiya, Welingkar) | 152+ | 147+ |
| Next 7 institutes | 143+ | 135+ |

*Outside chance indicates a chance to get into the institute with a very high score in the second stage of selection (i.e. GD and PI).



On Closing Note . . .

Most of the students may not have realised it, but there were some glitches in CET 2010 paper. Here are some notable ones:

1. A Number Series question of finding odd number in the series, had two options with numbers that were not a part of the main series.
2. A question on BODMAS was incorrect as the answer was negative and no answer options supported the same.
3. In two of the visual reasoning questions (on complete the series) one of the figures drawn was wrong. Because of this the correct logic was getting disturbed and the questions seemed difficult. But in reality they were very easy questions.
4. There was a flaw on part of the examiner in the DI set pertaining to the line graph depicting the percentage of students passing in Science, Commerce and Arts streams across different years. Most of the questions in this set pertained to finding the 'Average Percentage students passed'. However, to compute this one would require the total number of students across years and across different streams. In the light of these values being missing, all the answers should have been 'Cannot be Determined'. But such an option was not available. What the examiner meant was 'Average of percentages' and not 'Average percentage'. We don't know how many students recognised this logical flaw in the examination!

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